

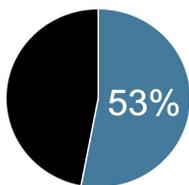


**Every CT student has a right to read...
and there's a right way to teach them.**

By 3rd grade, nearly half of CT public school students aren't meeting grade-level expectations. Connecticut also has wide gaps in reading attainment by race, reflecting an ongoing civil rights injustice, and we face significant challenges with workforce development and college completion.

We know there is a right method for literacy instruction -- one that's backed up by data proving that it works -- and most CT schools simply aren't using it. The *Science of Reading* is supported by educational researchers as the proven, most effective way to teach literacy skills. This is defined by the following key areas of reading: phonics, phonemic awareness, vocabulary development, reading fluency including oral skills, and reading comprehension. Connecticut must act boldly to systematize its use in classrooms across the state.

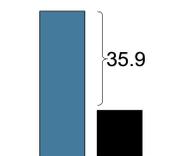
The Data RIGHT NOW:



Since 2014, **roughly half—53%**—of CT 3rd graders **met or exceeded expectations** in English Language Arts on the SBAC.



In 2018, nearly **half** of the students enrolled in the Connecticut State Colleges and Universities **needed remediation** within the first two years.



On the 4th grade NAEP, the **gap in reading proficiency** between CT's white and Black students is **35.9 percentage points**.

Why RIGHT NOW Is The Time:

- Students and families are facing the unprecedented challenge of **COVID-19**.
- Connecticut's literacy problem is exacerbating **racial and socioeconomic inequity**, denying segments of society an equal academic environment to read and learn. This echoes a painful national and statewide history of deliberately denying segments of society an equal opportunity to read and learn.
- Connecticut needs an educated, **homegrown workforce** that can learn and thrive, drive the state's economy, and end the **school-to-prison pipeline and rising SPED costs**.

How CT Can Take Action in 2021:

Connecticut can utilize the research-based *Science of Reading* to coordinate a literacy plan that will work for ALL students, in every community:

- **Identify and approve reading curricula models and programs** that are based on the *Science of Reading*;
- Establish a **Center for Literacy Research and Reading Success** to:
 - Collect information from districts on which literacy programs are being used, and review implementation of reading curricula;
 - Provide **professional development and coaching**;
 - Advise and collaborate with **educator preparation programs** to train teachers in the *Science of Reading*;
 - Solicit and leverage **philanthropic resources**; and
 - Expand the **Connecticut Literacy Initiative (formerly CK3LI) for intervention** in high-need districts.
- **Identify additional state dollars** to support implementation and professional development.
- Apply for **federal grant dollars** to support CT's early literacy initiatives.

Reading Ready RIGHT NOW:



For more information and citations,
visit RightToReadCT.org.